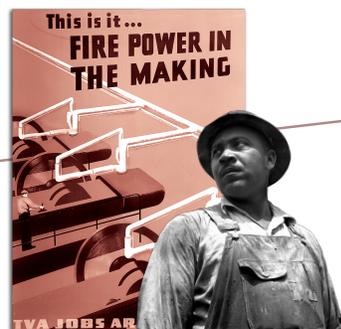


The Tennessee Valley and the War Effort

Oak Ridge, Fontana and the TVA



Introduction

The purpose of these lessons is to introduce students to the role that the creation of the Tennessee Valley Authority (TVA) played in the economic development of the South during the Depression. The length of these lessons can be adjusted to meet your time constraints. Student access to a computer lab with Internet connectivity is recommended but not required. Another option is for the teacher to conduct the lessons in a classroom with one computer with Internet connectivity and an LCD projector.

Tennessee Curriculum Standards

These lessons help fulfill the following Tennessee Teaching Standards for:

World War II (1936-1945)

- **US.49** Identify the roles and the significant actions of the following individuals in World War II: (H, P)
 - Winston Churchill
 - Dwight D. Eisenhower
 - Adolf Hitler
 - Douglas MacArthur
 - George C. Marshall
 - Benito Mussolini
 - President Franklin D. Roosevelt
 - Joseph Stalin
 - Hideki Tojo
 - President Harry S. Truman
- **W.48** Describe the roles of leaders during World War II, including the significance of: (H, P)
 - Winston Churchill
 - Adolf Hitler
 - Benito Mussolini
 - President Franklin D. Roosevelt
 - Joseph Stalin
 - Hideki Tojo
 - President Harry S. Truman
- **US.56** Describe the Manhattan Project, and explain the rationale for using the atomic bomb to end the war. (H, P, T)
- **W.52** Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use. (C, G, H, P, T)

The Impact of Individuals, Groups and Organizations on Contemporary Events

- **CI.19** Analyze the changing role of media and technology on the spread of information and the effects on global culture. (C)

Tennessee in the 20th Century

- **5.49** Describe Tennessee's contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York). (C, H, P, T)

Primary Documents and Supporting Texts

- Excerpts from the Announcement of Dropping the Atomic Bomb by Harry Truman
- Letter to President Franklin Roosevelt from Albert Einstein
- Announcement of War with Japan, 1941 by President Franklin Roosevelt
- Four Freedoms Speech by President Franklin Roosevelt
- Four Freedoms or Four Essential Human Freedoms, 1943 by the American artist Norman Rockwell
- Rosie the Riveter Poster

Objectives

- Students will identify New Deal Programs/Initiatives (TVA).
- Students will analyze how World War II affected the American economy.
- Students will recognize the effects of the New Deal and World War II on the Tennessee Valley.
- Students will explore how World War II had an impact on everyday American life.
- Students will assess the lasting impact of the New Deal policies.



The Tennessee Valley and the War Effort

Mini lessons that meet Tennessee Curriculum Standards that can be taught using Currents of Change online resources.

If you want to teach about Oak Ridge and Douglas Dam....

Try this...

Watch the Oak Ridge clip from the DVD or online and lead students into discussion based on the following questions:

- 1) Why was Oak Ridge the ideal location for a nuclear research laboratory during WWII?
- 2) How did the propaganda and war-time mindset of America lend to the maintenance of the secret of Oak Ridge?
- 3) How did Douglas Dam fuel the war effort?

If you want to teach about President Franklin D. Roosevelt, President Harry S. Truman, the Manhattan Project and atomic bombs....

Try this...

Using the Oak Ridge Petition of 1945 and the Oak Ridge Petition resource from Lesson 2: Resources on the website, have students discuss the decision made by the scientists to write this petition. Have students address questions such as:

- 1) Why did the scientists feel the petition was necessary?
- 2) Why did the scientists suggest a warning to the Japanese prior to releasing the bomb and why do you think President Truman did not do so?

Once students have discussed the Oak Ridge Petition, have them decide whether they would or would not sign the petition and why. Have students split into two groups in the room; those who would sign the petition and ideas about their decision. As a class, have the two groups debate their decisions.

If you want to teach about Fontana Dam and World War II and Wartime propaganda....

Try this...

Using the provided DVD or online resources, show students the Fontana Dam clip, found in the Extension Activities Resources for The Tennessee Valley and the War Effort. Also, print the Fontana Dam History from Lesson 2 Resources to have students read prior to viewing the clip.

After viewing the clip, have students write a one paragraph essay, choosing one of the following questions:

- 1) Why did the people building Fontana Dam feel that their work was a way of contributing to the war effort during WWII?
- 2) What was the key resource in building Fontana Dam? Explain. Have students discuss their responses.

Another option using this clip:

Pause the video during the showing of the three propaganda posters. Have students choose one and think about the following questions:

- 1) How did this propaganda poster/billboard fuel the war effort?
- 2) How did this propaganda poster/billboard encourage TVA workers? As a class, have students group according to their choice of poster/billboard and discuss with their peers their answers. Then, break the class up with a representative from each poster/billboard to discuss each of their answers.

If you want to teach about women in the work force and armed forces during World War II....

Try this...

Using the picture provided online in the Photo Resource: WWII and the TVA, show students all of the provided pictures.

Use these pictures to discuss the role of women during the war on the home front.

Ask specially about the 'Rosie the Riveter' Poster and what this character represents to American women.